

# School Improvement Grants

## School Level Section

### Tiers I, II, and III

Name of School: Andes Central Elementary					Grades Served: Preschool -6		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		

## DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Roxanne Bryant, parent; Cindy Knudsen, parent; JoNell DeHaan, Reading Coach; Dawn Kitchenmaster, preschool teacher; Diane Herrold-1<sup>st</sup> grade teacher; Diane Deurmier, 3<sup>rd</sup> grade teacher; Janel Simonsen, 5<sup>th</sup> grade teacher; Donyelle Petersen-Title I Interventionist; Joe Babcock-Special Education Teacher; Darrell Mueller-Superintendent; Bill Kitchenmaster-Elementary School Principal; June Holbeck-Special Programs Director; Kristi Hilzendeger—Educational Consultant-Reading Coach, Al Kusters—SST member.

- Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within the four lenses of the Data Retreat<sup>SM</sup>, process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSO, the results must be included in the data analysis.*

#### FOUR LENSES OF DATA RETREAT:

STUDENTS: Dakota STEP scores indicated that 51% of students were proficient and advanced in the area of reading and 52% of students were proficient and advanced in math. Over 80% of the students in k-6 are eligible for free and reduced lunch.

STAFF: Professional development was identified as an area of need both in reading math. 100% of the Andes Central Elementary staff is highly qualified. Bringing high powered and sustained professional development into the school would be more beneficial than sending teachers away from the district.

PROGRAMS AND STRUCTURES: Reading 1<sup>st</sup> and instructional coaching in 4-6 should continue in the district. Scheduling should occur so that teachers have the opportunity to collaborate and plan during the school day by grade level. Higher expectations for students' behaviors in all areas of the building need to be established.

FAMILY AND COMMUNITY DATA: Perceptions needs \ Dakota Parent Resource Network to develop training opportunities for parents.

The District Audit Tool was completed by Andes Central Elementary in the spring of 2007.

Parents and Community and Professional development were indicated as the 2 major areas of concern. However, the areas of leadership, curriculum/instruction, highly qualified staff, assessment/accountability and budget/resources did not score at the meets expectation level. Those areas continue to need to be addressed by Andes Central Elementary.

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: WHEN the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); WHO was involved with the analysis of the data; and HOW the comprehensive needs assessment was accomplished.*

The comprehensive needs assessment was conducted by staff members on March 31, 2010 and the parents did their needs assessment at the Parent Teacher's Conference the 2<sup>nd</sup> week in April. Administrative staff analyzed the data. The comprehensive needs assessment was accomplished by using Zoomerang, a web-based survey tool , by the teaching staff and a paper/pencil survey was done by parents.

d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Elementary staff members felt that emphasis should be placed on math and reading interventions and parent involvement. Parents felt that math and reading improvement along with the tutoring of both should be addressed.

*In the area of K-6 math and reading, the staff members agreed that data collection is a necessary component for developing the interventions needed for academic student deficiencies. The data collector will collect DIBELS scores, Ed. Performance scores, AIMS Web, and weekly/theme test data so that appropriate teaching strategies can be utilized in making good teaching decisions.*

*It was determined that The Solid Foundations Program through the South Dakota Parent Resource Network could be best utilized to promote sustained parent involvement.*

*Parent input coincided with the teacher input on the survey which reflected that data collection is a necessary component for developing the interventions needed for academic student deficiencies. Parents felt that there should be after school tutoring for their children in the 2010-11 school -year in the areas of reading and math.*

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds*

Involvement with the Parent Resource Network is a strength and the implementation of reading and math coaching and data analysis is a strength to Andes Central Elementary school's overall program. Although these are strengths, not sustaining them would be detrimental to the school's focus. Involvement with the Parent Resource Network will enhance parent-teacher relationships at Andes Central Elementary School. This grant would allow for math and reading coaching on a regular basis during the school year. Also Jackson Consulting, a educational consulting firm will continue to provide scientific-based researched in-service for the Andes Central District. The coaches and Jackson Consulting will work with individual teachers to enhance their teaching and management strategies as they work with children. This grant will allow for these services to continue.

Weaknesses include not meeting AYP on the Dakota STEP in the areas of math and reading in the 2008-09 school year. During the data retreat it was found that students were not able to apply higher level thinking skills in either the areas of reading and math. Concentrated planning and delivery of interventions was not occurring in the areas of reading and math.

- f. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

Andes Central Elementary is a Tier III school. The other schools in the district are not on school improvement. The district also is committing financial support to Andes Elementary School so that children will have the skills necessary as they move into the middle and high school levels. If students have these necessary skills, the middle and high school will not be put in school improvement because not making AYP.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

Not applicable

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

The Andes School District feels that external providers are important to bring in a different perspective to the district. Finding local expertise was a consideration for the district, but it was felt that continuing to use Jackson Consulting would be beneficial on the national level. Since Andes Central Elementary is on school improvement four different outside providers will add support to

the school goals. ESA 3 staff, South Central Cooperative staff, Jill Jackson Consulting and School Support person, Al Kusters will assist the district with their needs.

In the future, The Andes Central School District will assess the school's needs and will provide the needed providers so that the elementary school can meet their goals. The school improvement team for Andes Elementary will assess the progress made toward the goals. This group includes teachers, parents and other members of the school community. This will occur at the end of each year. Providers will then be sought to help the school meet their goals. Presently we have set a goal that 80% of our students would be on grade level when we monitor progress both in reading and math. The school also is working toward meeting the established criteria set by DOE on the Dakota STEP.

- (4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

## ☐ The Turnaround Model

### *Section I.A.2(a)*

1. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
  - *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  - *How will the principal be Included in staffing, calendars/time, and budgeting*
  - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
2. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
  - *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment ?*
  - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
  - *How will the district screen all existing staff ?*
  - *What is the process s for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*
  - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*

3. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
4. How will the district provide staff ongoing, high-quality, job-embedded professional development?
  - *List resources available to new staff.*
  - *Will there be mentoring program or, literacy and/or math coaches available?*
  - *How will the professional development be aligned with the school's comprehensive instructional program?*
  - *Indicate how the professional development will be designed in collaboration with school staff.*
5. Describe the new governance structure that will be adopted for this school.
  - *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
6. Describe how an instructional program will be determined and designed.
  - *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the district ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the district ensure alignment with State academic standards?*
7. Describe the process the district will use to promote the continuous use of student data.
  - *Indicate the use of student data such as from formative, interim, and summative assessments*
  
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
8. Describe how the district will increase learning time.
  - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
9. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
  - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
  - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

## ☐ The Restart Model

### *Section I.A.2(b)*

1. Describe the rigorous review process the district undertook to select a partner to restart the school.
  - *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
  - *How will the new school operation result in acceptable student growth for the student population to be served?*
  - *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
  - *What performance expectations will be contractually specified for the restart partner?*
  - *Is the LEA prepared to terminate the contract if performance expectations are not met?*
2. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
3. How will funds from this grant be used to support the restart model?

## ☐ School Closure Model

### *Section I.A.2(c)*

1. Describe the process the district used to determine to close this school.
  - *How were decisions based on data? How is this transparent to the school and local community?*
  - *What is the impact of school closure to the school's neighborhood, enrollment area, or community?*
  - *How does school closure fit within the LEA's overall reform efforts?*
2. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
  - *Indicate that these schools are in close proximity of the school to be closed.*
  - *How will the students and their families be supported by the LEA through the re-enrollment process?*
  - *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
  - *How will the LEA track student progress in the recipient schools?*

## **❑ The Transformation Model**

### ***Section I.A.2(d)***

- (1) Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]
1. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
    - *When will the contract with the current principal end?*
    - *What criteria will be used in selecting a new principal?*
    - *What is the process that will be used to select the new principal?*
    - *Who will be involved in the decision making?*
    - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  2. Describe how the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
    - *How will data on student growth be a significant factor in the evaluation system?*
    - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
    - *How will the district define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
    - *Are designed and developed with teacher and principal involvement;*
    - *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
    - *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?;*
    - *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
    - *How will the district ensure that the professional development is aligned with the school's comprehensive instructional program?*
    - *How will the district ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
    - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
  3. Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.
- (2) Comprehensive instructional reform strategies.
4. Describe how an instructional program will be determined and designed.
    - *What data will be used to identify the instructional program to be used? How will it be used?*
    - *How will the district ensure that the instructional program is research-based?*



- *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the district ensure alignment with State academic standards?*
5. Describe the process the district will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
6. Describe any optional instructional reform strategy the LEA chooses to implement.
- (3) Increasing learning time and creating community-oriented schools.
7. Describe how the district will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research)*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
  - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
8. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
  - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
  - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*
- (4) Providing operational flexibility and sustained support.
9. Describe the operational flexibility that will be given to this school.
- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
  - *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*
10. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
  - *What kind of support will be provided and how often?*
11. Describe any other optional strategies for providing operational flexibility and intensive support.

- (5) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.
- a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

Not applicable

- (6) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- a. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

Not applicable

- (7) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

Andes Elementary is committed to raise academic achievement. Math and reading coaching increases teacher effectiveness. Coaches observe lessons and then give suggestions to teachers of how the lessons could be improved or what areas are strengths as the teacher works with the students. The coaches also model lessons so that the teachers can see effective techniques being used in instruction. Jackson Consulting will come to the school on a quarterly basis. Her expertise in working with teachers and coaches allows for the best practices that are scientifically- based to be brought to Andes Central Elementary. The data coordinator funded in this project will work with all the data that is available. This will allow for teachers and coaches to have assessment data at their finger tips. They can make decisions on instruction easily and effectively from the data that is supplied from the data coordinator. Professional development days have also been included in the funding of the SIG grant. This allows the staff an opportunity to spend time on professional development beyond the school calendar. With this type of support, teaching staff will have an opportunity to make informed decisions about what will best meet the academic needs of each child. Andes Central Elementary will need funding to expand programming that was initiated with prior school improvement funds. SIG funds will play an integral role in helping to achieve the established goals of Andes Central Elementary.

- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

Not applicable

**BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.**

**Budget categories for consideration in required budget narrative.**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000  
Paraprofessional: \$15,000 @ 1 FTE = \$15,000

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530  
\$15,000 X 7.65% (Social Security-Medicare) = \$3,000

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

Examples: 3 trips X 400 miles X .37= \$4,440  
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Examples: Desktop computers - 3 @ \$1200 = \$3600  
Laptop computer -1 @ \$900 = \$900

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Examples: Reading books - \$300  
Software for Math assistance program - \$175

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Example: Company A – Provide professional development workshop - \$1,200

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Example: Professional development conference – New York  
Airfare - \$550

Registration - \$250  
Meals – 3 days @ \$36 per day = \$108  
Lodging – 2 days @ \$175 = \$350  
Miscellaneous – Cab - \$50

**Indirect Costs:** Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

**Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.**

**Grant Periods:**

Project Year 1: July 1, 2010 – June 30, 2011  
Project Year 2: July 1, 2011 – June 30, 2012  
Project Year 3: July 1, 2012 – June 30, 2013

**2010-2011 (Project Year 1)**

Personnel:

Data Coordinator 1.0 FTE \$14,952

The data coordinator will work with K-6 student data. This person will enter the data, make observations from the data and share it with the teaching staff and administration to make decisions on the data which drives instruction.

**Indirect Cost Correction +\$174**

Employee Benefits:

Social Security/Med./ WC \$2100  
Health Insurance \$7200

These benefits are actual dollars for the data coordinator's position. Because health insurance is paid for 12 months as a benefit, the amount shown is the approximate amount that will be spent.

Supplies:

Professional Books \$1000

These books will be used during in-service times, book reads and other professional reading.

Contractual:

Reading Coach \$500 x 36 days = \$18,000  
Math Coach \$500 x 36 days = \$18,000  
Jill Jackson Consulting 5 Visits \$34,500  
IBR Training 3 days \$3000

The coaches will work with teachers in their classroom individually and in group settings so that instruction will meet the needs of the students. Coaches will model and observe instruction so that teachers have the knowledge to effectively meet student needs. Jill Jackson Consulting will bring training to Andes Elementary that has the latest scientific-based principles of teaching in the areas of reading. IBR training will allow new teachers to be taught the basic principles of effective reading.

Professional Development:

23 teachers x 125 days = \$2875 x 3 days = \$8625  
Social Security/Medicare/WC = \$1173

These dollars will pay teacher for non-school days when they are attending in-service training

Indirect Costs  
1.87% \$1855

## **2011-2012 (Project Year 2)**

### Personnel:

Data Coordinator 1.0 FTE \$15,696

The data coordinator will work with K-6 student data. This person will enter the data, make observations from the data and share it with the teaching staff and administration to make decisions on the data which drives instruction.

Indirect Cost Correction +\$52  
Year 1 Carryover +\$22,000

### Employee Benefits:

Social Security/Medicare/WC \$2205  
Health Insurance \$7920  
Year 1 Carryover +\$4,650

These benefits are actual dollars for the data coordinator's position. Because health insurance is paid for 12 months as a benefit, the amount shown is the approximate amount that will be spent.

### Supplies:

Professional Books \$1000

These books will be used during in-service times, book reads and other professional reading.

### Contractual:

Reading Coach  $550 \times 36 = \$18,000$   
Math Coach  $550 \times 36 = \$18,000$   
Jill Jackson Consulting (5 visits) \$38,100  
IBR Training 3 days \$3000

The coaches will work with teachers in their classroom individually and in group settings so that instruction will meet the needs of the students. Coaches will model and observe instruction so that teachers have the knowledge to effectively meet student needs. Jill Jackson Consulting will bring training to Andes Elementary that has the latest scientific-based principles of teaching in the areas of reading. IBR training will allow new teachers to be taught the basic principles of effective reading.

### Professional Development:

23 teachers  $\times 125 \text{ days} = \$2875 \times 3 \text{ days} = \$8625$   
Social Security/Medicare/WC = \$1173  
Year 1 Carryover +\$16,508

These dollars will pay teacher for non-school days when they are attending in-service training

Indirect Costs  
2.06% \$2074

### **2012-2013 (Project Year 3)**

#### Personnel:

Data Coordinator 1.0 FTE \$16,481

The data coordinator will work with K-6 student data. This person will enter the data, make observations from the data and share it with the teaching staff and administration to make decisions on the data which drives instruction.

Indirect Cost Correction +\$49

#### Employee Benefits:

Social Security, Medicare, WC \$2315

Health Insurance \$8716

These benefits are actual dollars for the data coordinator's position. Because health insurance is paid for 12 months, the amount shown will be the approximate amount.

#### Supplies:

Professional Books \$1000

These books will be used during in-service times, book reads and other professional reading.

#### Contractual:

Reading Coach  $\$550 \times 36 = \$19,800$

Math Coach  $\$550 \times 36 = \$19,800$

Jill Jackson Consulting (5 visits) \$38,460

IBR Training \$3000

The coaches will work with teachers in their classroom individually and in group settings so that instruction will meet the needs of the students. Coaches will model and observe instruction so that teachers have the knowledge to effectively meet student needs. Jill Jackson Consulting will bring training to Andes Elementary that has the latest scientific-based principles of teaching in the areas of reading. IBR training will allow new teachers to be taught the basic principles of effective reading.

#### Professional Development:

23 teachers  $\times 125 \text{ days} = \$2875 \times 3 \text{ days} = \$8625$

Social Security/Medicare/WC = \$1173

These dollars will pay teacher for non-school days when they are attending in-service training

#### Indirect Costs

2.06% \$2183

**South Dakota Department of Education  
Budget Information  
American Reinvestment and Recovery Act (ARRA)  
Title I School Improvement 1003(g)**

**Name of School: Andes Central Elementary**

**Budget Summary**

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)	
<b>1. Personnel</b>	\$15,126	\$15,748 Carryover +\$22,000 Total \$37,748	\$16,530	\$47,404	
<b>2. Employee Benefits</b>	9,300	10,125 Carryover \$4,650 Total \$14,775	11,031	30,456	
<b>3. Travel</b>					
<b>4. Equipment</b>					
<b>5. Supplies</b>	1,000	1,000	1,000	3,000	
<b>6. Contractual</b>	73,500	77,100	81,060	231,660	
<b>7. Professional Development</b>	9,798	9,798 Carryover \$16,508 Total \$26,308	9,798	29,394	
<b>8. Total Direct Costs (line 1-7)</b>	108,724	113,771 Carryover 43,158	119,419	341,914	
<b>9. Indirect Costs*</b>	1,855	2,074	2,183	6,112	
<b>10. Total Costs (lines 8-9)</b>	110,579	115,845 Carryover \$43,158 Total \$159,003	121,602	348,027	

\*Use restricted indirect cost rate (same rate as regular Title I program) Year 1 1.87% Years 2-3 2.06% Corrections Added to Salaries

